



# Consolidated Annual Report 2005

July 1, 2004 - June 30, 2005

ND STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

*WAYNE KUTZER*

*STATE DIRECTOR AND EXECUTIVE OFFICER*

600 E Boulevard Avenue, Dept 270, Bismarck, ND 58505

# NORTH DAKOTA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

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**It is the policy of the North Dakota State Board for Career and Technical Education not to discriminate in its educational programs, activities, or employment policies as required by Final Regulation implementing Title IX of the 1972 Education Amendments, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973.**

**The Board policy does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws. Equal education opportunity is a priority of the North Dakota State Board for Career and Technical Education.**

## **FORWARD**

This performance report is for program year 2005 (July 1, 2004 - June 30, 2005) on the accomplishments and benefits to individuals in North Dakota as a result of the Carl D. Perkins Vocational and Applied Technology Education Act of 1998, PL. 105-352. This report reflects direct accomplishments as a result of federal funds and does not include the total state and local effort by North Dakota.

This report is submitted under the Carl D. Perkins Act and is designed to inform individuals, report activities and to record successes in career and technical education. It is to provide direction for future programs and activities in the state.

This report follows a prescribed format as outlined by the United States Office of Education. The report will be submitted in the format identified and as part of the (CAR) Consolidated Annual Performance, Enrollment, Accountability and Financial Status Report. Additional data has been included to fully describe the essence of each activity or program.

**Carl D. Perkins Act of 1998  
Consolidated Annual Report  
State of North Dakota  
FY 2005  
Narrative**

**I. Program Administration [Section 122 (c)]**

**a. Report on State Administration (roles/responsibility)**

The governing board is named the State Board for Career and Technical Education and the agency is named the Department of Career and Technical Education. Mr. Wayne Kutzer serves as the Executive Officer for the State Board and the State Director. The State Board provides the State Plan oversight and fulfills reporting responsibilities.

The State Board for Career and Technical Education is responsible for administering career and technical education in North Dakota as administered under Public Law 105-332. Reference to the “State Board” throughout this narrative refers to this official board. The State Board consists of nine members, six of who are appointed by the Governor from each of the six judicial districts across the state. The other members are prescribed by state statute. They are the elected Superintendent of Public Instruction, the appointed Chancellor of Higher Education and the appointed Executive Director of Job Service North Dakota.

The State Board does not conduct career and technical education programs. It works with public school districts, Bureau of Indian Affairs schools, tribally controlled colleges, state colleges, state universities and other agencies that conduct career and technical education programs. The State Board’s responsibilities include assistance in planning, assisting curriculum development and implementation and evaluating CTE programs at the secondary and postsecondary level.

The State Board is responsible for the administration of programs, federal and state legislation and the administration of funding made available from Congress and the state. Career and technical education is a program of instruction designed to prepare individuals with the skills to continue in further education and or the world of work, in high quality programs requiring less than a baccalaureate degree.

A sound career and technical education program must be concerned with the academic and technical skills of students upon completion of the offering. The program must also recognize the needs of the individual for more than job-entry skills. Compatible skills of math, sciences, communication, decision-making, learning to learn, personal and occupational responsibility, educating students in all aspects of industry, and linking secondary and postsecondary are equally important and equally within the purview of career and technical education. These “true salable skills” and the individual’s capacity to transfer them regularly and usefully to their work and life needs, require career and technical education to emphasize the total education of the individual.

The uniqueness of career and technical education, then, is in its capacity to not only prepare for further education or work, but to enable individuals to develop the human “transformation and coping skills” which are essential to occupational mobility and personal success over the long term of a working life.

**Secondary/Postsecondary**

The Department of Career and Technical Education administers Perkins III implementation at the secondary and postsecondary level and state-funded career and technical education programs.

The Department of Career and Technical Education is responsible for serving as liaison for local Perkins recipients, providing technical assistance in the planning, administration and implementation of local plans. Local

Education Agencies have the direct implementation functions for Perkins. This is a dual role, with responsibilities for Perkins III State Leadership in the specific programmatic areas: <http://www.nd.gov/cte/>

Agriculture Education  
Career Development  
Education Equity  
Non Traditional Training  
Technology Education

Business & Office Technology  
Curriculum Development  
Family & Consumer Sciences  
School-to-Work  
Tech Prep

Information Technology  
Diversified Occupations  
Marketing Education  
Special Populations  
Trade, Industry & Health

**\* Basic Enrollment for Career and Technical Education is identified by the “Career Clusters”**

- |                                 |                                   |  |
|---------------------------------|-----------------------------------|--|
| 1 - Ag/Natural Resources        | 7 - Government/Public Admin.      | 13 - Manufacturing                                     |
| 2 - Architecture/Construction   | 8 - Health Science                | 14 - Marketing Sale & Service                          |
| 3 - Arts/Audio Video Tech/Comm. | 9 - Hospitality/Tourism           | 15 - Science, Technology,<br>Engineering & Mathematics |
| 4 - Business/Administration     | 10 - Human Services               | 16 - Transportation, Distribution,<br>Logistics        |
| 5 - Education/Training          | 11 - Information Technology       |  |
| 6 - Finance                     | 12 - Law/Public Safety & Security |  |

## **Secondary Enrollment**

Classifications	Career Cluster																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total	
Total Enrolled	4058	1895	2079	8202	355	104	0	954	173	8507	1357	0	2034	1068	1303	1679	33768	
Gender																		
Female	1108	225	918	3897	275	59	0	748	100	5364	342	0	234	488	220	129	14107	
Male	2950	1670	1161	4305	80	45	0	206	73	3143	1015	0	1800	580	1083	1550	19661	
Race																		
American Indian or Alaska Native	168	210	63	568	56	3	0	52	13	621	92	0	103	26	65	92	2132	
Asian	10	8	15	61	0	0	0	11	1	44	9	0	5	11	5	8	188	
Black or African American	12	13	26	115	3	4	0	10	2	142	11	0	13	10	8	15	384	
Hispanic or Latino	21	27	24	79	4	1	0	11	2	97	13	0	11	12	10	8	320	
Native Hawaiian or Other Pacific Islander	3	2	3	20	0	0	0	1	0	22	5	0	0	5	5	1	67	
White	3820	1621	1928	7283	291	95	0	861	154	7500	1219	0	1887	995	1188	1549	30391	
Unknown/Other	24	14	20	76	1	1	0	8	1	81	8	0	15	9	22	6	286	
Special Populations																		
Displaced Homemakers	4	3	1	1	0	0	0	0	1	5	4	0	1	1	3	0	24	
Economically Disadvantaged	807	426	251	1708	83	17	0	117	45	1731	281	0	362	100	225	291	6444	
Individuals with Disabilities	333	188	95	532	47	4	0	57	18	701	79	0	228	47	134	185	2648	
Limited English	9	51	16	150	13	3	0	10	6	159	10	0	21	9	25	24	506	
Other Educational Barriers	169	96	43	292	49	1	0	25	5	305	53	0	88	41	38	114	1319	
Single Parents	123	36	25	156	11	2	0	9	11	170	34	0	16	4	18	19	634	
Other Classifications																		
Nontraditional Enrollees	266	185	151	573	38	6	0	224	37	679	218	0	285	69	141	168	3040	
Tech Prep	310	260	72	434	88	15	0	87	17	508	265	0	311	133	123	681	3304	

## **Postsecondary Enrollment**

Classifications	Career Cluster																TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Total Enrolled	1010	1615	373	3725	992	41	91	2165	248	298	3424	715	196	10	1304	676	16883
Male	820	1378	148	1365	503	13	28	264	162	77	2103	331	194	4	1220	654	9264
Female	190	237	225	2360	489	28	63	1901	86	221	1391	384	2	6	84	22	7689
American Indian or Alaska Native	79	158	128	860	454	0	54	487	51	211	303	144	0	0	12	54	2995
Asian	0	5	1	14	2	0	1	10	0	0	18	3	0	0	6	0	60
Black or African American	0	18	1	50	4	0	0	14	4	3	39	4	2	0	14	1	154
Hispanic or Latino	1	0	1	3	1	0	1	1	0	2	0	0	0	0	0	0	10
Native Hawaiian or Other Pacific Islander	0	0	0	5	0	0	0	3	0	0	0	0	0	0	0	0	8
White	848	1076	209	2351	434	36	31	1391	166	71	2496	494	166	10	1092	555	11426
Unknown/Other	82	358	33	441	97	5	4	259	27	10	567	69	28	0	180	66	2226
Individuals with Disabilities	12	15	16	102	8	0	4	25	5	1	78	22	4	0	5	3	300
Economically Disadvantaged	340	444	141	1659	558	13	50	1000	77	169	1306	298	64	7	415	264	6805
Nontraditional Enrollees	190	146	0	547	58	13	39	185	10	277	370	4	1	0	77	22	1939
Single Parents	25	28	24	206	149	0	17	100	10	68	100	53	1	1	13	1	796
Displaced Homemakers	1	16	20	131	25	0	19	21	5	1	32	3	0	0	2	0	276
Other Educational Barriers	0	15	15	93	12	0	8	7	2	2	15	2	0	0	1	0	172
Limited English	2	54	56	266	45	0	53	36	16	4	71	4	0	0	1	2	610

### **b. Report on State Leadership [Section 124]**

Administration is responsible for the development and implementation of the State Plan. The North Dakota State Plan was submitted on February 2, 1999 and was approved by OVAE. This plan described the programs that would be carried out, the criteria that would be used in approving applications, how the programs would prepare students for opportunities and how funds would be used to develop new career and technical education courses.

### **Secondary/Postsecondary State Leadership Activities**

<b>Required Program Indicators</b>	<b>Activities</b>
1. Assessment of Career and Technical Education	<ul style="list-style-type: none"> <li>• Five year rotation cycle/ five categories</li> <li>• On-line program questionnaire/evaluation system to evaluate the alignment of program delivery with Program Standards for Career and Technical Education. <a href="http://www.state.nd.us/cte/services/prog-eval">www.state.nd.us/cte/services/prog-eval</a></li> <li>• On-line statewide accountability system <a href="http://www.nd.gov/cte/accountability/">http://www.nd.gov/cte/accountability/</a></li> <li>• On-line survey of Team Evaluation process</li> <li>• On site team evaluation</li> <li>• Technical Assistance</li> <li>• State Board Policy for Enrollment/Accountability data</li> </ul>

2. Developing, improving and expanding the use of technology in career and technical education	<ul style="list-style-type: none"> <li>Professional Development Conference <a href="http://www.state.nd.us/cte/pro-dev/">www.state.nd.us/cte/pro-dev/</a></li> <li>Center for Innovation in Instruction's Leadership Conference</li> <li>Department of Public Instruction's Educational Improvement Conference</li> <li>Teaching and Technology Conference (TNT)</li> <li>Funding for delivery of CTE courses via distance learning</li> <li>Teaching with Technology Initiative <a href="http://www.ndtwto.org/">http://www.ndtwto.org/</a></li> </ul>
3. Professional Development	<ul style="list-style-type: none"> <li>Professional Development Conference <a href="http://www.state.nd.us/cte/pro-dev/">www.state.nd.us/cte/pro-dev/</a></li> <li>On-line coursework</li> <li>Transition to Teaching Program <a href="http://www.nd.gov/cte/statewide-inits/trans-to-teach.html">http://www.nd.gov/cte/statewide-inits/trans-to-teach.html</a></li> <li>Teacher Training opportunities by service areas</li> <li>Information Technology Teacher Training – DOE Grant</li> </ul>
4. Improve Academic and Career and Technical Skills	<ul style="list-style-type: none"> <li>Applied Academics</li> <li>Standards and Curriculum Development</li> <li>Standards alignment with CTE and Academics</li> <li>Curriculum Enrichment</li> <li>Understanding By Design (UBD) implementation cross curricular</li> <li>Dual Credit</li> <li>Industry Certification</li> <li>National Standards implemented into service areas</li> <li>Breaking Ranks II Workshops</li> <li>North Dakota P-16 Educational Task Force</li> </ul>
5. Nontraditional Training	<ul style="list-style-type: none"> <li>Incorporation of Accountability Data</li> <li>Mini-grants: targeting nontraditional careers</li> <li>Non-traditional Career Fairs</li> <li>Private Industry Partnerships</li> <li>Website development</li> <li>Title IX Workshops</li> <li><a href="http://www.nd.gov/cte/services/spec-pop/nontrad.html">http://www.nd.gov/cte/services/spec-pop/nontrad.html</a></li> </ul>
6. Supporting Partnerships	<ul style="list-style-type: none"> <li>Articulation agreements</li> <li>Job Service</li> <li>North Dakota University System</li> <li>ND Association of General Contractors (AGC)</li> <li>OSHA</li> <li>ND Information Technology Council</li> <li>ND Career Resource Network - <a href="http://www.ndcrn.com/">http://www.ndcrn.com/</a></li> <li>Workforce Development Council (WIA)</li> <li>Tech Prep</li> <li>Youth Development Council</li> <li>State Commission on Community Service</li> </ul>
7. State Institutions Correctional Facilities	<ul style="list-style-type: none"> <li>Technical Assistance</li> <li>Family and Consumer Sciences Programs</li> <li>Technology Education Programs</li> <li>Trade, Industry, Technical and Health Programs</li> </ul>

8. Special Populations	<ul style="list-style-type: none"> <li>• Tutoring Programs</li> <li>• Basic Skills Programs</li> <li>• Career and Technical Resource Educators</li> <li>• <a href="http://www.nd.gov/cte/services/spec-pop/">http://www.nd.gov/cte/services/spec-pop/</a></li> </ul>
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Permissible Indicators	Activities
1. Technical Assistance	<ul style="list-style-type: none"> <li>• <a href="http://www.state.nd.us/cte">www.state.nd.us/cte</a></li> <li>• Secondary/Postsecondary</li> <li>• Program Evaluation-Five year rotation</li> <li>• Single and Multi District Consortiums</li> </ul>
2. Improvement of Career Guidance	<ul style="list-style-type: none"> <li>• <a href="http://www.nd.gov/cte/secondary/programs/career-dev/">http://www.nd.gov/cte/secondary/programs/career-dev/</a></li> <li>• ND Career Resource Network –<a href="http://www.ndcrn.com/">http://www.ndcrn.com/</a></li> <li>• Adoption of Sixteen Career Clusters</li> <li>• New ImagineND guidance curriculum</li> <li>• Designed Career Cluster course work</li> </ul>
3. Establishment of Agreement Between Secondary and Postsecondary	<ul style="list-style-type: none"> <li>• Tech Prep</li> <li>• Articulation Agreements</li> <li>• CISCO</li> <li>• NATEF</li> <li>• NCCER</li> <li>• Health Careers/HIPPA certification</li> <li>• OSHA Safety Training</li> </ul>
4. Cooperative Education	<ul style="list-style-type: none"> <li>• Component of all Career and Technical Education Programs</li> <li>• Tech Prep</li> </ul>
5. Student Organizations	<ul style="list-style-type: none"> <li>• State CTSO advisors are agency staff</li> <li>• CTSO Statewide Leadership Conference</li> <li>• Support common statewide fiscal system</li> <li>• Implemented into the web based accountability system</li> <li>• Program Standard</li> <li>• <a href="http://www.nd.gov/cte/students/">http://www.nd.gov/cte/students/</a></li> </ul>
6. Support for Family & Consumer Sciences	<ul style="list-style-type: none"> <li>• <a href="http://www.nd.gov/cte/secondary/programs/family-consumer-sciences/">http://www.nd.gov/cte/secondary/programs/family-consumer-sciences/</a></li> </ul>
7. New Career and Technical Education Courses	<ul style="list-style-type: none"> <li>• Information Technology – Oracle, GIS</li> <li>• Career Clusters courses</li> <li>• Summer Academies</li> <li>• Teacher training for new coursework</li> <li>• Website- <a href="http://www.nd.gov/cte">www.nd.gov/cte</a></li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>

**c. Implications for Fiscal Year 2006**

**Administration**

Implications for FY2006 reflect continued priority issues around data including Perkins III data related training:

- Focus on identifying and aligning standards in all CTE program areas, with emphasis on aligning academic standards in CTE instructional programs. Standards have been established in six areas in Agriculture plus Career Development, Family and Consumer Science, Drafting, and Welding with

work progressing on Information Technology, Technology Education, Business & Office Technology, and Marketing Education.

- Continued improvement for the data system that is in place, additional focus must be made to increase communication and training on complete, accurate, valid, and reliable data collection at the secondary and postsecondary level. Explore ways to monitor data input and reporting.
- Both secondary and postsecondary Perkins III recipient's need continual training related to core indicators, stating goals, identification of appropriate strategies and measuring outcomes.
- Reassessment of secondary and postsecondary core indicator performance measures.
- New local Carl Perkins coordinators/administrators must be provided with orientation and training sessions.
- Focus major training efforts on core indicators at spring and fall conferences.
- Implement a new postsecondary data system connecting to data collected on students of the North Dakota University System using the newly implemented ConnectND statewide data system, while still taking in to account the data systems in place at the state tribal colleges. Explore additional data linkages between secondary and postsecondary to follow up on placement of secondary completers in higher education.
- Work with the Department of Public Instruction and local school administrators to integrate data collection systems by connecting local data entered into Power School with the Department of Public Instruction's Online Reporting System, and subsequently the Department of Career & Technical Education's Local Consolidated Accountability Performance System.
- Provide an alternative or interim method to assist postsecondary recipients with data collection for Limited English Proficiency, Single Parent/Single Pregnant Woman, and Displaced Homemakers, which are not a "standard" admissions item, but is included in our data system and required for Perkins III.
- Emphasis for identifying a Tech Prep Student at the Secondary, which is now programmed into the data collection system based on the program area, and identifying that student at the Postsecondary level.
- Design/implement a quality follow-up system for all schools/institutions

## **II. Program Performance**

### **a. State Performance Summary**

The web based data collection system is in the fifth year of implementation for providing information for measuring the four core indicators. As a result of concerted efforts of individuals from local districts and institutions, North Dakota was one of twenty-six states recognized for achieving and ranking above the performance levels of the core indicators. The past four years the State of North Dakota has received incentive funding. Data quality and collection has improved and will continue to improve with the continued support of local administration. Emphasis will be placed on the determination of information to identify special populations. Follow-up information continues to be a very difficult task for local districts; collaborative efforts are being made to utilize the FINDET Program (Follow up Information on North Dakota Education and Training) in assisting local districts. Legislative issues continue to be pursued to assist in this matter.

Listed are the statewide percentages and adjusted performance levels agreed upon by the State and the U.S. Department of Education. The adjusted performance levels are incorporated into the State Plan as a condition of approval pursuant to section 113(b)(3)(A)(v) of the Carl D. Perkins Vocational and Technical Education Act of 1998, 20 U.S.C. 2301 et seq., as amended by Public Law 105-332.

### **Secondary Performance Levels**

Overall performance at the secondary level exceeded the core indicators. Three of the performance measures exceeded the agreed upon level; 2S1 – Completion, 4S1 – Participate Non-Traditional, and 4S2 – Completion Non-Traditional. Performance indicator 2S1 continues to reflect the high completion rate of all secondary students within the state while 4S1 and 4S2 represent efforts to make career and technical education available and

interesting to both traditional and non-traditional students. There are three performance measure that did not meet the agreed upon level; 1S1 - Academic Attainment, 1S2 - Skills Proficiency, and 3S1- Placement. Performance measure 1S2 was within 1.07% of the Agreed Upon Baseline while 3S1 was within a statistically insignificant 0.21%. Measure 1S1 was significantly below the standard by 6.25%. The web based data collection system was rewritten with a goal of collecting data that are more reliable. With changes in the data collection system, many data points are now programmed to report results based on data entered as opposed to free response selection to a series of questions. Change to the data collection system was made where the data are collected on measure 1S1, upon completion of the students program of study. This has resulted in a lower numerator and denominator for the measure and made it more volatile. The changes however should improve the quality and accuracy of the data collected.

We are currently developing content standards for all CTE programming and all will be aligned to the state academic standards. We will be working with teachers to help them identify and teach academic standards within their curriculum. To address placement we have instituted ImagineND, a junior high career development activity that will serve to provide focus and relevance to students. We are also piloting a new series of courses in Career Clusters, in grades 9 and 10, which are intended to provide a foundation of knowledge and skills and again more focus for students by demonstrating the relevance of education and learning within any chosen career.

Core-Sub Indicator	Measurement Definition	Statewide Percentage	Agreed Upon Baseline	Percentage Score + / -
<b>1S1 Academic Attainment</b>	<b>Numerator:</b> Number of North Dakota Secondary CTE "Concentrators" who have a composite ACT score of 17 or above. <b>Denominator:</b> Number of North Dakota Secondary CTE "Concentrators" who took the ACT.	75.11% 1,925/2,563	81.36 %	-6.25%
<b>1S2 Skill Proficiencies</b>	<b>Numerator:</b> Number of North Dakota Secondary CTE "Concentrators" who have earned at least a "C" average or above in a CTE Program. <b>Denominator:</b> Number of North Dakota Secondary CTE "Concentrators".	92.17% 3,414/3,704	93.24 %	-1.07%
<b>2S1 Completion</b>	<b>Numerator:</b> Number of North Dakota Secondary CTE "Concentrators" who attained a diploma. <b>Denominator:</b> Number of North Dakota Secondary CTE "Concentrators".	93.98% 3,481/3,704	92.20 %	+1.78%
<b>3S1 Placement</b>	<b>Numerator:</b> Numerator: Number of North Dakota Secondary CTE "Completers" who were placed in Postsecondary, Employment or Military. <b>Denominator:</b> Number of North Dakota Secondary CTE "Completers".	92.29% 3,615/3,917	92.50 %	-0.21%
<b>4S1 Participate Non-Traditional</b>	<b>Numerator:</b> Number of North Dakota Secondary CTE "Participants" in underrepresented gender group in a non-traditional program. <b>Denominator:</b> Number of North Dakota Secondary CTE "Participants" in a non-traditional program.	24.25% 811/3,344	15.54 %	+8.71%
<b>4S2 Completion Non-Traditional</b>	<b>Numerator:</b> Number of North Dakota Secondary CTE "Completers" in underrepresented gender group in a non-traditional program. <b>Denominator:</b> Number of North Dakota Secondary CTE "Completers" in a non-traditional program.	24.15% 755/3,126	15.91 %	+8.24%

## Postsecondary Performance Levels

This past year the state of North Dakota embarked on a common data platform for all state operations including the North Dakota University System and the Department of Career & Technical Education. The data below is reflective of data obtained through that system by querying the database for the five community colleges within that system. It also reflects the five tribal colleges within the state providing similar data to CTE. This methodology has resulted in identification of a larger number of Concentrators and Participants than in years past. At the postsecondary level, the overall performance also exceeded the core indicators. Five of the indicators exceeded the agreed upon baseline; 1P1 – Academic Attainment, 1P2 – Combined Skill Proficiencies, 2P1 – Combined Completion, 4P1 – Combined Participate Non-Traditional, and 4P2 – Combined Completion Non-Traditional. On measure 1P1, we continue working with the community colleges to provide professional development activities to assist instructors in identifying and teaching academic skills within their CTE programs. For 1P2, students continue to perform at a “C” or above level in skills classes within their area of concentration. The fluctuation in 2P1 is due to better identification of Concentrators, particularly due to direct access to university system and tribal data versus self-reporting by campuses. Measures 4P1 and 4P2 continue to perform at a level greater than the standard as postsecondary students pursue varying career choices. The fluctuation in 3P1 is reflective of the difficulties in of campuses doing a five-month follow-up versus the traditional 12-18 month follow-up performed directly by the university system in lieu of individual campuses. There appears to be a trend of students becoming reluctant to report placement data to the colleges. The fluctuations in measures 2P1 and 3P1 occur from defining completion and placement at the postsecondary level, due to both the mobile nature of students who are difficult to contact, let alone count and when defining completion as a certificate or degree when many students attain the skills they need and enter the workforce. We are working with data systems within state but the general inability to share data between states is a barrier to confirming placement that is very difficult to overcome. CTE plans to use the aforementioned FINDET to collect more of this data, but because of reporting lags of four months, more than two months worth of placement data is not available to that agency.

Core-Sub Indicator	Measurement Definition	Statewide Percentage	Agreed Upon Baseline	Percentage Score +/-
<b>1P1</b>  <b>Combined Academic Attainment</b>	<b>Numerator:</b> Number of North Dakota Postsecondary CTE "Concentrators" who have a cumulative grade point average of a "C" or above. <b>Denominator:</b> Number of North Dakota Postsecondary CTE "Concentrators".	93.43%  2,829/3,028	89.15 %	+4.38%
<b>1P2</b>  <b>Combined Skill Proficiencies</b>	<b>Numerator:</b> Number of North Dakota Postsecondary CTE "Concentrators" enrolled in a CTE program, which had a grade point average of a "C" or above. <b>Denominator:</b> Number of North Dakota Postsecondary CTE "Concentrators".	89.23%  2,702/3,028	86.59 %	+2.64%
<b>2P1</b>  <b>Combined Completion</b>	<b>Numerator:</b> Number of North Dakota Postsecondary CTE "Concentrators" who attained a Certificate, Diploma, or Degree. <b>Denominator:</b> Number of North Dakota Postsecondary CTE "Concentrators".	63.47%  1,922/3,028	56.60%	+6.87%
<b>3P1</b>  <b>Combined Placement</b>	<b>Numerator:</b> Number of North Dakota Postsecondary CTE "Completers" who were placed in Advanced Education, Employment or Military. <b>Denominator:</b> Number of North Dakota Postsecondary CTE "Completers".	65.14%  1,252/1,922	81.25%	-16.11%

<b>4P1</b>  <b>Combined Participate Non- Traditional</b>	<b>Numerator:</b> Number of North Dakota Postsecondary CTE "Participants" in underrepresented gender group in a non-traditional program. <b>Denominator:</b> Number of North Dakota Postsecondary CTE "Participants" in a non-traditional program.	18.96%  934/4,926	7.25%	+11.71
<b>4P2</b>  <b>Combined Completion Non- Traditional</b>	<b>Numerator:</b> Number of North Dakota Postsecondary CTE "Completers" in an underrepresented gender group in a non-traditional program. <b>Denominator:</b> Number of North Dakota Postsecondary CTE "Completers" in a non-traditional program.	15.88%  208/1,310	7.75%	+8.13%

**b. Definitions**

*Secondary/Postsecondary Participant:* A student who enrolled in at least one career and technical education course.

*Secondary Concentrator:* A student enrolled in a sequence of two or more credits that provides the academic and technical knowledge/skills/proficiencies within a career & technical education program.

*Postsecondary Concentrator:* A student who enrolled in a sequence of courses or instructional units that provides an individual with the academic and technical knowledge/skills/proficiencies to prepare the individual for employment and/or further education.

*Secondary/Postsecondary Completer:* A student who has attained the academic and technical knowledge/skills/proficiencies within a CTE program and all requirements for graduation or an approved alternative education program.

*Tech Prep Student:* A Tech Prep student is anyone who has earned two or more credits (a concentrator) in an identified North Dakota Tech Prep program.

*Tech Prep Program:* Tech Prep programs provide links between secondary and postsecondary education that include articulation and/or dual credit opportunities for courses that are rigorous, sequential, and non-duplicative.

**c. Measurement Approaches and Data Quality Improvement**

The 2005-2006 Program Year will continue to focus on providing technical assistance to schools and institutions in understanding the terminology and processes for identification of Special Populations, Race and Ethnicity, Supplementary Services and Tech Prep students at the Secondary and Postsecondary level. The data collection system will be critically analyzed and improved with a goal of continuously improving data quality. Continued early training of the Department of Career and Technical Education staff, to ensure accuracy, continuity, common terminology, consistency, and technical skills in the overall use of the on-line accountability system in providing technical assistance. The utilization of accountability information during the team evaluation process will continue to reinforce the need for quality data and improvement opportunities in identifying student needs.

**d. Improvement Strategies in Previous Program Year**

North Dakota implemented Perkins III beginning July 1, 1999 (FY2000). The FY2005 was the fifth year for the statewide accountability system; a rewrite of the data collection system was done to improve data quality while improvement strategies continued to emphasize building a common understanding of the process. Training sessions were held for administrators in understanding and implementing Perkins III at both the secondary and postsecondary levels. A new student data collection system was released in FY2005, to better enable LEA's to analyze data for developing improvement strategies. Funding for development of the data system continues to be a concern, and without the use of Workforce Investment Act Incentive Funding the state received for meeting all performance measures the development of the system would have been extremely difficult. There is not sufficient administrative funding, especially for small minimum funded states, to build effective accountability systems.

Local districts are beginning to utilize data for the school improvement process and with additional training we expect more demand for the data. The program year activities continued to focus on implementation, redefining core indicator measures, developing corresponding data systems for collecting and reporting complete, valid, and reliable data, and assisting LEAs in utilizing that data. Performance indicators continue to improve; we are using subgroup data when evaluating local programs, thereby demonstrating to the LEA an effective use of data.

**e. Improvement Strategies for Next Program Year (FY2006)**

Implementation of Perkins III began July 1, 1999 (Fiscal Year 2000) in North Dakota. Performance results in FY2001 were a step towards building a base for the future. Comparison of performance results and negotiated performance levels for FY2001 through FY2005 will provide information to enhance and establish additional improvement strategies. The online availability of FY2005 data, by LEA, will provide an opportunity for LEAs to compare five years of data and to view and build improvement strategies for the core indicators. The Department of Career and Technical Education is developing, within its online system, a "Plan of Action" for schools to utilize for meeting or exceeding baseline standards within the core indicators. The agency provided funding for Breaking Ranks II training for all state administrators to assist them in evaluating their own schools and the use of data to improve student performance. Active involvement in the P-16 Educational Taskforce, a joint effort of the North Dakota University system, Department of Career and Technical Education, Department of Public Instruction, and Educational Standards and Practices Board.

**Improvement strategies for subindicators**

**Academic and Skill Attainment**

We have started a process to develop/adopt content standards in all CTE curricular areas having completed ten programs while four programs are in the development stage. Included in this process will be the alignment of state academic standards into our new program standards and curriculum. By aligning academic standards to CTE courses we will reinforce and better integrate academic performance into courses. We are supporting a new initiative to establish competency based admission requirements for the university system using ACT score data, which is part of our measurement for academic attainment.

**Completion**

We are piloting in five schools a new curriculum built around the career clusters at the 9<sup>th</sup> and 10<sup>th</sup> grade levels. It will provide students a focus and a relevance to education that is missing for many students who do not graduate. This new curriculum will transition through career pathways into upper level CTE programming. Teachers, at multiple grade levels, will be given professional development to help facilitate the process.

**Placement**

This performance measure has improved but continues to be below the target. Lack of a universal student identifier, Social Security Number, impedes tracking students once they leave the secondary system. We have implemented some programming, mentioned earlier, that will provide focus and relevance for students in high school through better career development which will increase the positive placement of students upon completion of high school. This will be accomplished through increased career development activities that are a result of the new career cluster course available.

**Nontraditional participation and completion**

We have consistently met this performance measure with the secondary measures showing a consistent improvement. This will positively impact postsecondary. Increased awareness through targeted activities is being continued. Academies to involve junior high females in non-traditional activities will be supported. We have sponsored statewide equity workshops for administrators and staff which have been well attended.